

# Task Force 2021 and Beyond completes recommendations

*Implementation plans proposed by 16 task force committees will be overseen by Institute leaders in coming years, with progress reports each year*

By **Kristina Chen**  
EDITOR IN CHIEF

President L. Rafael Reif shared the final report of Task Force 2021 and Beyond in a Nov. 4 email to the MIT community.

Charged in May 2020, the task force was called to develop “blueprints for building a better MIT,” particularly due to the changes brought by the COVID-19 pandemic. The task force is chaired by Professor Rick Danheiser (Chair of Faculty when the task force was created) and Vice President for Open Learning Sanjay Sarma.

Reif wrote in his email that the report includes a “roster of faculty and administrative leaders who have agreed to take responsibility for MIT’s response to each recommendation” made by the task force. Reif wrote that Provost Martin Schmidt PhD ’88 and Executive Vice President and Treasurer Glen

Shor will convene those leaders and key members of the task force annually for the next three years to “assess progress on the recommendations and related initiative” and share a progress report with the MIT community.

Overarching themes identified by the task force in its work were to “articulate and fulfill” MIT’s public responsibilities and imbue its “values and ideals more fully” in its community and culture; to “rethink how and where” MIT works; to review MIT’s classroom education; to “increase the scope and intensity” of MIT’s “holistic learning and training”; and to modernize MIT’s data, systems, processes, financial models.

According to the report, while many of the recommendations were directed at adapting to the “new normal” following the pandemic, other recommendations “address long standing issues, in

some cases, issues that have been recognized for many years.”

The report adds that “events in the summer of 2020 led to a heightened consciousness” about the importance of social equity and civic responsibility, which impacted the task force’s work in thinking about how MIT could better incorporate diversity, equity, and inclusion in “all aspects” of its programs and operations.

The report additionally notes that the work of the task force was “carried out in a period of financial constraints” due to expenses resulting from the COVID-19 emergency, resulting in recommendations “which are conservative with regard to implementation costs and/or the proposed timeline.”

The task force convened in two phases.

Task Force 2021, Page 2



KEVIN LY — THE TECH

To commemorate the 70th anniversary of the famous “barber pole” hack, 70 barber poles were constructed throughout campus as part of a scavenger hunt Monday.

## IN SHORT

Nov. 11 is **Veterans Day**. No classes will take place.

Nov. 18 is **Drop Date** and the last day to petition for a December Advanced Standing Exam.

All students are required to **receive a flu vaccine by Nov. 21** in order to access buildings and register for classes.

The **Spring 2022 housing switch lottery application** is open until Nov. 29 at [myhousing.mit.edu](https://myhousing.mit.edu).

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# Class of 2024 Fall Formal hosted at Westin Copley Place on Oct. 24

*600 students attended Twenty Fourmal, an in-person event*

By **Srinidhi Narayanan**  
NEWS EDITOR

Twenty Fourmal, a fall formal for the MIT Class of 2024, took place on Sunday, Oct. 24 at the Westin Copley Place in Boston. Approximately 600

students attended the event, organized by the 2024 Class Council.

Class Council Vice President Amy Hu ’24 provided additional insight into the planning process on behalf of the Class Council in an interview with *The Tech*.

Hu said that the Council “started looking into different venue options in August” and began planning the formal at the start of the semester, noting that they “held meetings

Formal, Page 2

## Hackers commemorate 70th anniversary of barber pole hack

A hack entitled Barber 70 Scavenger Hunt took place Nov. 8 to commemorate the 70th anniversary of the original barber hack.

Hackers constructed and placed 70 barber poles in various locations across campus, including Lobby 7 and even replacing the chimneys on top of Building 68.

Additionally, the hackers posted flyers around campus, inviting community members to find and photograph the barber poles and to post them to social media with the hashtag #MITbarber70.

A map with the locations of all the barber poles can be found at [barber70.mit.edu](https://barber70.mit.edu).

The original hack, which took

place Nov. 8 in 1951, occurred after hackers purchased a barber pole and were seen walking around the streets of Boston with it by police. After repeatedly receiving calls from the police about the pole, the barber requested that they stop calling and a notice was sent to ignore college students carrying barber poles.

The next day, the hackers covered Killian Court with barber poles. The flyer posted by the present-day hackers writes that while the “story is dear to the hacking community,” theft goes against today’s set of hacking ethics. Thus, the present-day hack involved barber poles constructed out of paper.

— Kristina Chen



KEVIN LY — THE TECH

MIT Mocha Moves hosted the Revive the Arts (RTA) dance showcase Nov. 5 and featured a variety of other MIT dance groups.

## SOCIAL MEDIA

Stop scrolling and start leading a more fulfilling life. **OPINION, p. 4**

## FACULTY ON UNIONIZATION

Supporting graduate students and communicating respectfully. **OPINION, p. 5**

## MOUNTAIN TRAVELS

Past meets the present in autumn. **ARTS, p. 6**

## SCHUMACHER

Legacy of a king. **ARTS, p. 6**

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WEATHER

Easing into earlier evenings

By Phoebe Lin  
CHIEF METEOROLOGIST

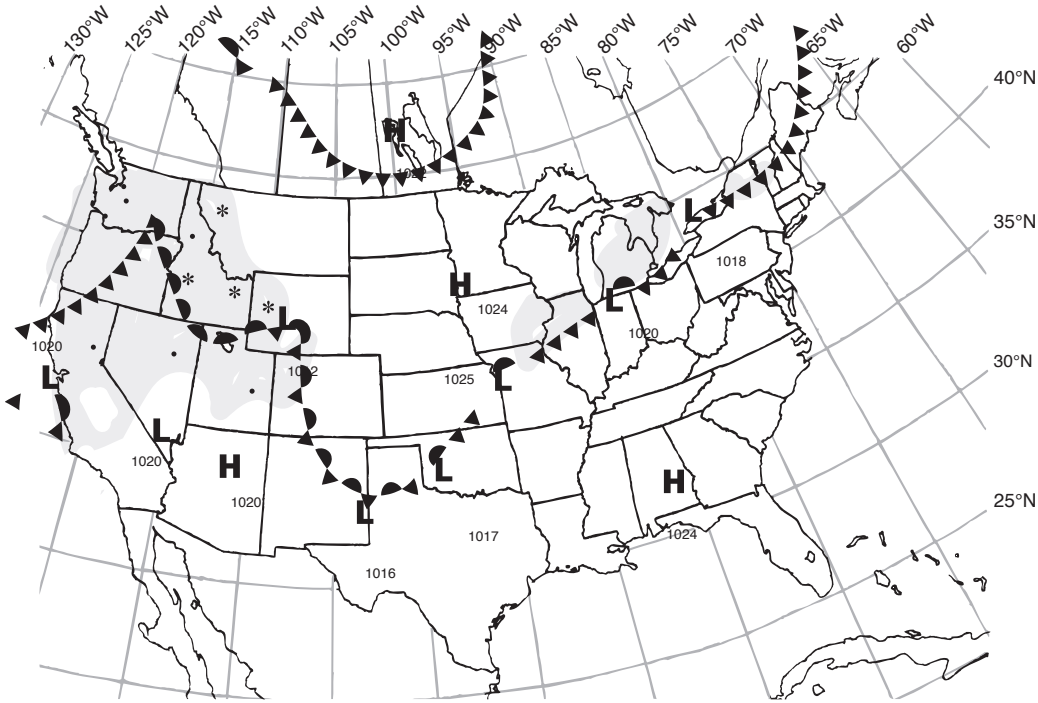
If you’ve been missing some rain in your life, you’ll have to wait just a couple more days to get drenched. A few bands of moisture are forecast to move towards the east coast in the next couple of weeks. Some instability will drive the next couple of storms, though the western U.S. is finally getting some more temporary drought relief!

In daily news, daylight sav-



















ings has been hitting many of us hard, especially those of us that are sensitive to seasonal mood disorders. If you’ve been feeling thrown off your rhythm by daylight savings, know that you’re not alone, and that the lack of light after 5 p.m. is affecting many of us. Try to get enough sunlight earlier in the day, and to let your eyes be exposed to plenty of light in the afternoon. At least we all get to witness the washes of color over the Charles as we come home from classes!

Extended Forecast

**Today:** Sunny. High around 63°F (17°C). Winds 6-8 mph from the southwest.  
**Tonight:** Partly cloudy. Low around 47°F (8°C). Winds from the north around 6 mph.  
**Wednesday:** Cloudy, then clear. High around 59°F (15°C) and low around 41°F (5°C). Winds 6-10 mph from the northwest.  
**Thursday:** Mostly sunny, then cloudy. High around 54°F (12°C) and low around 47°F (8°C). Winds 6-10 mph from the southeast.  
**Friday:** Rain likely, with around a 70% chance. High around 61°F (16°C) and low around 52°F (11°C). South winds around 13 mph.



Situation for Noon Eastern Time, Tuesday, November 9, 2021

Weather Systems	Weather Fronts	Precipitation Symbols		Other Symbols
<b>H</b> High Pressure	 Trough	 Snow	 Rain	 Fog
<b>L</b> Low Pressure	 Warm Front	 Light	 Moderate	 Thunderstorm
 Hurricane	 Cold Front	 Heavy	 Moderate	 Haze
	 Stationary Front	 Heavy	 Moderate	Compiled by MIT Meteorology Staff and <i>The Tech</i>
		 Heavy	 Moderate	

Tickets for non-sophomore attendees cost \$24, price was ‘not based’

Formal, from Page 1

once or twice a week all throughout September and October and ramped up the hours spent working” in the weeks leading up to the event.

Hu said that the primary concern in selecting a venue was pricing; smaller logistics like food, activities, and theme were decided in part by polling the student body

for ideas. COVID-19 concerns and safety “definitely played a role” in deciding logistics, though, by adhering to MIT policies, the event was “pretty much guaranteed” to be COVID-safe.

COVID-19 policies did bar students from bringing non-MIT students as plus-ones — attendees were required to be registered on COVIDPass. Sophomores were allowed to bring MIT students from

other class years as plus-ones upon purchase of a ticket for \$24.

The Class Council sent out a Google form soliciting student feedback “on various aspects of the event ranging from pre-formal catering to coat check at formal.” According to Hu, the response has been positive on the whole—most students “enjoyed spending time with fellow 24s at the event and generally had a good time,” though

there were also a few responses that were critical of “some details” of the event “like music choice.”

Eric Gan ’24 “liked the vibrant atmosphere,” writing that “everyone had a lot of energy” and that he “got to meet a lot of new people.” He also pointed out that “there wasn’t much to do other than dance.”

Michelle Liang ’25 said that she “liked the dance in general” and that “it felt nice to have a formal

event when we didn’t get prom in high school.” Liang felt that the ticket price for non-’24s was steep, stating that “the price was not based.”

Sruthi Parthasarathi ’24 said “though I’m not usually big on formals, I liked that this was the first event where we had an opportunity to see our class gathered in one place, because it made me feel more connected to them.”

Social equity and civic responsibility RIC recommends ad hoc committee

Task Force 2021, from Page 1

Its first phase involved four workstreams — academic, administrative, finance and data, and community and culture — in addition to a coordinating committee, and student and alumni advisory groups. During the first phase, task force members generated ideas on improving the Institute and received community input via an online idea bank and a virtual community forum.

After the task force chairs and other Institute leadership reviewed the ideas generated during the first phase, the second phase of the task force began in March 2021, where the task force was divided into 16 Refinement and Implementation Committees (RIC) focusing on specific aspects of the Institute. Each RIC proposed implementation plans for the ideas presented by the first phase that fell under their focus.

The key recommendations of each RIC, in order of RIC number, are summarized below.

**Undergraduate Program**

The undergraduate program RIC recommends that MIT convene a new Task Force on the Undergraduate Academic Program in academic year 2022–23 that reviews the current program and considers improvements in “all aspects of the General Institute Requirements (GIRs), with a focus on both the curriculum and pedagogy.”

The work of the new task force on the undergraduate academic program will be preceded by the work of two ad hoc committees — the Ad Hoc Committee on Social Equity and Civic Responsibility and the Ad Hoc Committee on Leveraging Best Practices from Remote Teaching for On-Campus Education — proposed by other RICs and beginning their work in fall 2021.

Additionally, the Ad Hoc Working Group on the SME (science, math, engineering) Requirements will convene to consider the current

SME required subjects, and the existing Subcommittees on the HASS (humanities, arts, social sciences) Requirement and the Communication Requirement will provide “foundational groundwork” for the new Task Force to consider the HASS and communication components of the GIRs.

**Social Equity and Civic Responsibility**

The social equity and civic responsibility RIC recommends that MIT create an Ad Hoc Committee on Social Equity and Civic Responsibility that evaluates curricular and pedagogical experiments to ensure that students meet learning objectives of being able to assess equity implications of decision-making and understanding consequences of systemic and institutional hierarchies in order to promote social equity and civic responsibility.

The ad hoc committee will work with all schools at MIT to identify subjects that contribute to those learning objectives, as well as specifically with faculty working to develop subjects contributing to those learning objectives.

The committee will additionally work with the Committee on the Undergraduate Program and Committee on Curricula to consider recommending a “flexible system for ensuring that students take subjects” including a component contributing to those learning objectives. The committee will also collaborate with the Office of Experiential Learning to develop 3-unit subjects that enable students to explore topics related to equity and with the Institute Community Equity Officer to align with the Institute’s Five Year Strategic Action Plan for Diversity, Equity, and Inclusion (DEI).

Over the course of two years, the committee will meet with the Vice Chancellor and Faculty Chair each semester to report on its status before delivering a final report at the end of two years.

The social equity and civic responsibility RIC additionally recommends that MIT determine a fundraising plan to meet student demand for experiential equity and civic responsibility internships.

The RIC also recommends that MIT charge a working group to develop a Community and Nonprofit Liaison Program to complement its Industrial Liaison Program. The Community and Nonprofit Liaison Program would allow MIT to collaborate and match community members with communities, nonprofits, and the public sector.

**Graduate Student Professional Development**

The graduate student professional development RIC recommends that an Ad Hoc Committee on Graduate Student Professional and Personal Development be convened to develop a set of graduate professional and personal development requirements that each graduate student must complete in order to meet four objectives: student agency, internal exploration, external exploration, and skill building.

The goal of the requirements is to ensure that every student leaves MIT “with a set of non-technical, interpersonal and intrapersonal skills beyond their disciplinary expertise, a deep understanding of the impact their decision making has on local communities and larger societal issues, and understanding of different pathways and agency to chart their path to impactful careers.

The ad hoc committee is expected to develop a report to submit to relevant faculty committees and the Vice Chancellor by March 2022, so that components can be considered in the 2022–23 academic year.

**Graduate Student Advising and Mentoring**

The graduate student advising and mentoring RIC appointed the membership of and Ad Hoc Committee on Graduate Advising and Mentoring.

The ad hoc committee will submit a report with a strategic plan for

graduate advising and mentoring at MIT to the Chancellor, Provost, Faculty Chair, Vice Chancellor, Committee on Graduate Programs, the Faculty Policy Committee, and the Co-Chairs of Task Force 2021 and Beyond by the end of 2021.

**Undergraduate Experience: Advising, Mentoring, and Development**

The undergraduate experience RIC recommends that MIT implement a stronger undergraduate advising structure that supports students with newly hired professional advisors that supplement the work of departmental faculty advisors. Called “Institute Advisors,” the new professional advisors will help students identify and achieve personal and academic goals while at MIT and will be led by a new Director of Academic Advising.

The focus of these new advisors will be beyond the classroom and lab, with the goal of providing all students “with the tools to live healthy and purposeful lives” upon leaving MIT.

**Underrecovery**

The underrecovery RIC proposes the creation of an Underrecovery Solutions Commission that improves research funding at MIT by answering key questions about underrecovery, learning from other institutions funding and budgeting processes, and developing a “robust and transparent approach for the future funding of underrecovery at MIT.”

Underrecovery is defined as the difference between the negotiated facilities and administrative costs that MIT charges to a sponsored research project and the amount a research sponsor is willing to pay.

**Career Support for Postdocs, Research Scientists, and Instructional Staff**

The career support for postdocs, research scientists, and instructional staff RIC recommends that the Vice President for Research “lead efforts” to increase opportunities for postdocs to do consulting

and externships, to obtain principal investigator (PI) status, and to develop leadership or professional certificate programs.

The RIC further recommends that the Vice President for Research and Provost help to develop more structured review, feedback, and promotions processes; to create more granular career progressions; and to foster a broader sense of community for research scientists at MIT.

The RIC also recommends the creation of an ad hoc committee to review career advancement opportunities for instructional staff.

**Campus Working Spaces**

The campus working spaces RIC proposes the creation of four working groups; the first group will investigate increasing access to campus meeting spaces, the second will explore the role of flexible spaces to support workspace needs of employees with hybrid work schedules, the third will focus on shared research space for PI-led research, and the fourth will examine the expansion of lab space to minimize energy use.

The report writes that the problems addressed by the RIC “focus on when and how to change our practices of sharing” indoor and outdoor space to “advance the decentralized and centralized aims of the Institute.”

The working groups will work from September 2021 to December 2022, with updates provided to Institute leadership in July 2022 and in 2023.

**Work Succeeding**

The work succeeding RIC established a work succeeding initiative which will develop and refine guidance, tools, and policies to support new ways of working at MIT. Described as toolkits, the guidance created by the RIC includes frameworks for better understanding work decisions and design; work planning protocols; technology and

## Task Force 2021, from Page 2

The lifelong learning/postgraduate education RIC recommends convening an ad hoc committee to explore how new credentials can be developed to “address challenges such as access and affordability for learners of all ages seeking to advance their education and careers.”

This RIC makes recommendations for the Institute DEI Strategic Action Plan.

The student funding RIC recommends that — to ensure doctoral

The RIC's big picture goals are to "increase stipends where they are low to bring students up to a living wage," make grant applications from MIT researchers competitive, "exploit available funding sources to the fullest extent," and avoid situations in which "distorted prices provide faculty/departments" an incentive to take actions not in the best interests of MIT or its students.

Suggestions for hybrid residential/online campus experiences include extended off-campus educational experiences for MIT undergraduates and short-term residential experiences for non-MIT experiences. Ideas in the report for community-building events include a quadrennial MIT Open House, a Pi Day holiday, and hosting semiannual MIT fairs, carnivals, and multicultural festivals.



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Wenbo Wu '23

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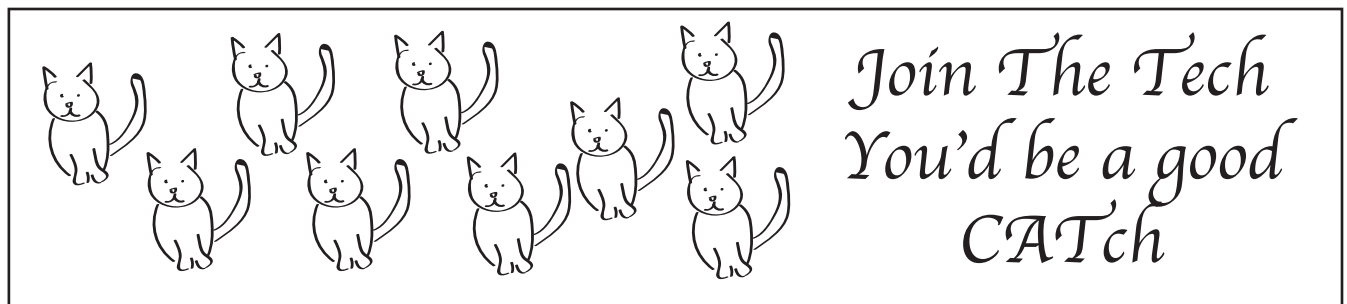
## EDITORS AT LARGE

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If you are still unconvinced about why now is the time to leave social media, I will end with this question: have your happiest moments in life involved using social media?





OPEN LETTER

# Institute for Work and Employment Research faculty comment on potential graduate student unionization

By Faculty in the MIT Institute for Work and Employment Research

Dear colleagues,

As faculty in the MIT Institute for Work and Employment Research (IWER), we study a wide range of work and employment relations topics, including union management relations. We do not express a view on whether or not MIT graduate students should be represented by a union; that decision is theirs to make. However, we want to offer our perspective and some background information to the community.

It is vital that faculty, as well as the administration, respect the students' right to decide whether or not to support unionization. Doing so will ensure that faculty-student relationships will not be adversely affected, regardless of the outcome of the organizing process. Concretely, we encourage our faculty colleagues to make it clear that they will continue to mentor, support, and work with students as TAs, RAs, and in all other capacities whether

or not students are unionized and that the decision on unionization is the students' to make.

**It is vital that faculty, as well as the administration, respect the students' right to decide whether or not to support unionization."**

Faculty and others may assume that union representation increases conflict, but productive labor management partnerships are possible. Indeed, our research group has studied them in other settings, and the MIT administration has a history of good relationships with represented employees and the unions of other occupational groups on campus. Should an election be held and re-

sult in union recognition, we hope and expect that all parties would pursue a collaborative relationship.

**It is feasible to agree to ground rules and jointly commit to respectful communications.**

Finally, we encourage the administration and the student union to meet to discuss a protocol agreement governing the organizing process and potential first contract negotiations here at MIT. It is feasible to agree to ground rules and jointly commit to respectful communications. As just one example, the administration and union at Brown University agreed to ground rules for the organizing, election, and initial contract negotiation if the majority of students voted for the union. The Brown students did vote to unionize, and the parties then negotiated a contract without a strike.

This example, as well as experiences in other public and private universities, offer a contrast to processes at Columbia, Yale, and Harvard, where communications were more adversarial, negotiations were protracted, and strikes occurred.

Whatever the outcome of this unionizing drive turns out to be, a thoughtful process and respectful interactions during this period are critical to avoid poisoning the atmosphere at MIT and to allow MIT to emerge as an even stronger institution.

Sincerely,

Faculty in the MIT Institute for Work and Employment Research (listed in alphabetical order)

Emilio J. Castilla  
Erin L. Kelly  
Thomas Kochan  
Robert McKersie  
Paul Osterman  
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Watching the leaves swirl around me, I imagine another autumn, more than a thousand years ago

It's autumn again in Cambridge. Yellow leaves flutter to the ground as the crisp breeze tickles my face. The scent of apple cider wafts through the halls, and the Charles River sparkles mesmerizingly under the warm gaze of the sun, signaling the arrival of my favorite season. As I stroll down Memorial Drive, I can't help but think of another individual who, more than a millennium ago, was similarly struck by the beauty of autumn.

city gates in awe of the sights, sounds, and tastes of the city. However, the An Lushan rebellion (755–763), instigated by a rogue general, disrupted this period of prosperity and marked the steady decline of the Tang.

Du Mu was considered one of the leading poets of his generation and one of the last great poets of the Tang. Though he came from an aristocratic family, his family fortune had declined by the time of his birth. Du Mu never secured a high ranking office and spent most of his years drifting between remote regions of the empire in a series of lowly bureaucratic positions. As a result, we remember his legacy not through his politics but his poetry. In the Tang dynasty, writing poetry was a prerequisite to participating in elite society. Educated men and women wrote poems to commemorate a visit from a friend, to reply to an official order, or to just remember a fleeting moment. Thus, Du Mu and his contemporaries produced thousands of poems in their lifetimes. Today, millions still recite Du Mu's quatrains, usually centered on romance and themes of separation, longing, and impermanence.

The stone path twists up the cold  
mountain.  
From beneath the white clouds arises  
some homes.

I stop my cart to admire the maples in  
the dusk.

The leaves, dyed by the frost, are a richer red than spring flowers.

From the first two lines, we see Du Mu standing at the foot of the mountain, contemplating the long journey ahead. The top of the mountain is obscured by the clouds, making it unclear as to exactly how far he has left to travel. The clouds offer a sense of mystery — what lies behind them? How far does the path stretch? Du Mu cannot tell.

We can imagine this picturesque scene — a slight stone path winding up a domineering mountain and disappearing into the clouds. The poet is on a journey, bemoaning the road ahead. However, in the next line, Du Mu suddenly forgets his pressing travels. He stops to admire (in the original Chinese, the word is 爱 *ai*, or love) the maple forest around him. In the opening lines, the poet describes the impressive scenery around him, but he only stops to cherish the foliage.

In the last line, Du Mu explains why he is enamored by the maples: the red of their leaves reminds him of spring flowers. In fact, the leaves are more beautiful than the colors of spring. With this, our picture is complete. Du Mu embeds himself in this snapshot of an autumn night. If I close my eyes, I can picture a cart at the foot of a red, maple-studded mountain at dusk, and a single figure gazing up stone steps towards the clouds.

Literati throughout the ages have interpreted "Mountain Travels" as a metaphor for Du Mu's winding path to becoming a prominent public official. Others argue Du Mu was expressing how the middle years (autumn) are more rewarding than youth (spring).

Whatever the intentions behind *Mountain Travels*, we cannot deny that Du Mu greatly enjoyed the autumn view before him. In the context of MIT, perhaps, the mountainous path could be the semester ahead of us, laden with psets and midterms. The clouds obscure where this sea of work ends. Instead of thinking about the daunting prospects ahead though, we should look around us and enjoy the beauty of the moment — the late nights with friends, the liveliness of Kresge, and of course, the yellow, red leaves of autumn dancing around us.

\*All translations are the author's own.

# Schumacher is a brilliant ode to a brilliant racing driver

# The story of seven-time-world champion Michael Schumacher's Formula One journey

Netflix's *Schumacher*, released Sept. 15, is the documentary Formula One fans have been waiting for. It's the first (and, so far, only) documentary made about seven-time world champion Michael Schumacher that has his family's seal of approval, and it charts his journey from a young boy racing in go-karts to his five consecutive titles with the iconic team Ferrari.

The real attraction, however, is the insight we get as to his present-day condition – Schumacher was involved in a horrific skiing accident in 2013 that left him with severe brain damage. While the documentary does not show footage of him in his current condition out of respect, we do see his son Mick (a Formula One driver himself), daughter Gina, and wife Corinna speak compellingly about his legacy and his continued presence in their lives.

*Schumacher* is, out of necessity, very heavy on the Formula-One-related content. There is discussion of Schumacher's first two world titles (1995 and 1996) with the now-defunct racing team Benetton, his struggles after switching to Ferrari, and his and Ferrari's ultimate redemption with five consecutive world titles (2000–2004). One of the most memorable moments in the document-

tary for me is the shot of him crossing the finish line at the 2000 Japanese Grand Prix and taking the 2000 World Championship. The swelling music drives home how long overdue this moment was for him. The opening shot of the documentary is also beautiful, showing Schumacher speeding around the track in Monaco, completely in the zone.

The one complaint I have is the depiction of Schumacher's five titles that he won with Ferrari. The documentary shows Schumacher winning the 2000 Japanese Grand Prix and taking his first world championship with Ferrari, but there's very little mention of his seasons between 2001 and 2004. Someone unfamiliar with the Formula One scene would struggle to appreciate the magnitude of his five back-to-back titles.

There's also an undercurrent of sadness throughout the entire documentary, because we know exactly what happens to Michael. There's a chillingly prescient shot of him discussing Ayrton Senna (a brilliant racing driver and Schumacher's hero) and his fatal crash at the Imola Grand Prix in 1994: Senna hit the barriers at 190 miles per hour and entered a coma, in which he eventually died. Schumacher explains movingly how such accidents are never anticipated and a coma can be "anything" — but of course, in both Senna and Schumacher's

cases, it is devastating. We also see Schumacher tear up in the press conference after the 2000 Italian Grand Prix, where his victory caused him to equal Senna's own race win count.

*Schumacher* also fantastically depicts Michael's more human side. For example, we see plenty of his wife, Corinna Schumacher, throughout the documentary. One of her more notable moments is her explanation of how she fell in love with Michael: at a birthday celebration, he was the only one who helped her do the dishes. It's such a small detail to include, but it's ultimately a huge signifier of the type of man Michael is. Sure, he's arguably the best Formula One driver of all time, but he's not too good for household chores.

There's also an incredibly moving scene of his son Mick Schumacher, currently a Formula One driver in his rookie season, discussing the influence his father has had on him. I was struck by his use of the word "unfair" to describe his father's circumstances — "unfair" that he can no longer create those good moments with his dad and that he only has the ones from his childhood to fall back on.

Ultimately, the goal of the documentary was to add more dimension to Michael Schumacher, to transform him from a char-

★★★★★

**Directed by Hanns-Bruno Kammertöns, Vanessa Nöcker, Michael Wech**

**Written by Hanns-Bruno  
Kammertöns, Vanessa  
Nöcker, Michael Wech**

**Starring Michael Schumacher**

## Streaming on Netflix

acter into a real person — and in that, it was a resounding success. The last shot is what drives it home: Michael Schumacher in that iconic Ferrari, completely in his element, racing in Monaco. It's a parallel to the opening scene, and it's also a reminder that the seven-time-world-champion Michael really did exist once upon a time, and he is, at least in spirit, still with us.



# Got a lot on your mind?

## Share some thoughts with us!

Write for Campus Life. [join@tech.mit.edu](mailto:join@tech.mit.edu)

# Veterans Day

Solution, page 8

		1		4			9	
9			7	1	6			8
			9		2	1		
5								
8	3		4		1		5	6
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		9	8		5			
6			1	7	4			5
	7			3		4		

# Pepero Day

Solution, page 8

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		120×			
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180×			24×		3÷
5		12×			
1			120×		

Instructions: Fill in the grid so that each column and row contains exactly one of each of the numbers 1–6. Follow the mathematical operations for each box.

# Repetitive Pairs

Solution, page 8

### ACROSS

- 1 Ruckuses
- 6 Moving slightly, while in bed
- 11 Keep from happening
- 12 Accumulate, as awards
- 14 Eventually
- 15 Tediously without stopping
- 17 Mural or sculpture
- 18 Feel poorly
- 19 Edition of a magazine
- 20 Long-tailed rodents
- 22 Kettle to brew your pekoe
- 26 Young-\_\_ (kids)
- 27 Pretzel shapes
- 29 Practices punching for a bout
- 30 Employee badges: Abbr.
- 31 Car horn honks
- 33 Office neckwear
- 34 Part of TGIF
- 35 Absolute, in a bad way
- 38 Little mischief maker
- 40 Impress greatly
- 41 Distorts, as data

- 44 \_\_ in a million (rare)
- 45 Lip-shine cosmetic
- 47 Gives off, as heat
- 49 Rowboat implement
- 50 Fully prepared
- 52 Stretch across, as a bridge
- 53 Publicity guy, for short
- 55 Director \_\_ Howard
- 57 Incoming plane stat: Abbr.
- 58 Despicable person
- 61 Honest dealing
- 63 Shrivel, as a plant
- 64 Girls and boys not yet adults
- 65 Melt frost from
- 66 Frightful

### DOWN

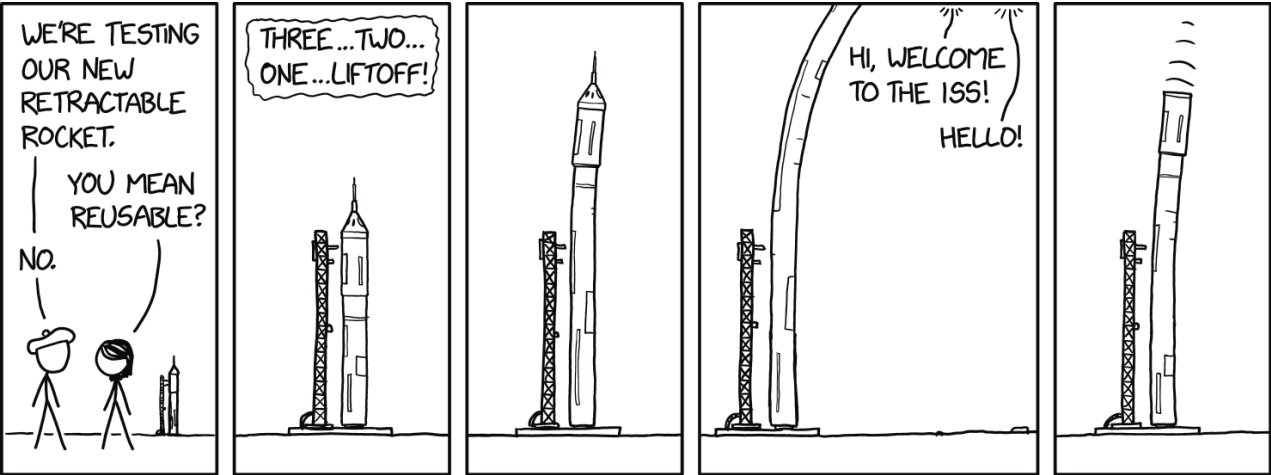
- 1 “The thing you mentioned as well”
- 2 Be the proprietor of
- 3 Father, to a baby
- 4 Circle a planet
- 5 Hairdresser’s creations
- 6 Long \_\_ (in the past)

- 7 \_\_ Diego, CA
- 8 Characteristics
- 9 Rural hotels
- 10 Diamonds or hearts, in a card deck
- 11 Dictator
- 13 Boxing match periods
- 14 Tree’s outer layer
- 16 Loch \_\_ monster
- 21 Bend down low
- 23 Suitability for a situation
- 24 Picked up the check
- 25 Triple-decker cookies
- 28 Trio after R
- 32 Delay intentionally
- 34 Lines on a list
- 36 Army truant: Abbr.
- 37 Luau instrument, for short
- 38 Consecutively
- 39 Mythical woman/fish
- 42 Help with the dishes
- 43 Maintain the \_\_ quo
- 44 Clumsy person’s comment
- 45 Much-honored Mahatma of India

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53			54					55	56		57		
58					59	60		61			62		
	63							64					
		65						66					

- 46 Antiviral fluids
- 48 Break sharply
- 51 Subject being discussed
- 54 Cost to get a poker hand
- 56 Nickname for Grandma
- 59 “Wait just a \_\_!”
- 60 Rock in a mine
- 62 Neither here \_\_ there

## [2534] Retractable Rocket



Hard to believe that for so many years once they were fully extended we just let them tip over.



SPORTS BLITZ

Thursday, November 4

- **Men's Soccer** clutches a 4-3 penalty kick win after a 0-0 tie against the U.S. Coast Guard Academy.
- **Squash** destroys Boston University 9-0.
- **Field Hockey** stomps Wellesley College 4-0.
- **Squash** squashes Boston College 9-0.
- **Women's Soccer** kicks WPI to the curb 3-0.

Saturday, November 6

- **Water Polo** experiences defeat against Harvard University 13-16.
- **Field Hockey** barely loses to Babson College 0-1.
- **Women's Soccer** crushes Springfield College 6-0.
- **Men's Basketball** gets dunked on by Rhode Island College 68-81.

- **Women's Swimming and Diving** splashed on at Springfield College 223-77.
- **Men's Swimming and Diving** drowns Springfield College 211-86.
- **Women's Volleyball** spikes down on United States Coast Guard Academy 3-0.
- **Water Polo** slams Connecticut College 20-5.
- **Men's Soccer** faces defeat against Babson College 1-4.
- **Football** is unable to overcome Springfield College 7-17.

Sunday, November 7

- **Women's Fencing** produces 9 top-10 finishes at The Big One.
- **Men's Fencing** registers 6 top-10 finishes at The Big One.
- **Women's Volleyball** serves up a victory against Springfield College 3-0.
- **Water Polo** loses against Brown University 10-17.

Upcoming Sports Events

TUESDAY 9

- Squash**  
*vs. Northeastern University*  
6:00 p.m.
- Men's Basketball**  
*vs. Husson University*  
7:00 p.m.

WEDNESDAY 10

- Women's Basketball**  
*vs. Rhode Island College*  
7:00 p.m.

THURSDAY 11

- Men's Basketball**  
*vs. UMass Dartmouth*  
7:00 p.m.

FRIDAY 12

- Squash**  
*vs. Western University*  
5:00 p.m.
- Women's Volleyball**  
*vs. Eastern Nazarene College*  
8:00 p.m.

SATURDAY 13

- Men's Cross Country**  
*NCAA Division III East Regional Championship*
- Women's Cross Country**  
*NCAA Division III East Regional Championship*
- Women's Soccer**  
*vs. Maine Maritime Academy*
- Rifle**  
*vs. John Jay College*  
11:00 a.m.
- Women's Basketball**  
*vs. UMass Dartmouth*  
1:00 p.m.
- Men's Basketball**  
*vs. Lesley University*  
1:30 p.m.

SATURDAY 13

- Women's Volleyball**  
*NCAA Second Round*  
4:00 p.m.
- Football**  
*vs. WPI*  
5:30 p.m.

SUNDAY 14

- Women's Soccer**  
*NCAA Second Round*
- Rifle**  
*vs. Maritime College*  
9:00 a.m.
- Rifle**  
*vs. John Jay College*  
9:00 a.m.

- Women's Volleyball**  
*NCAA Regional Final*  
1:00 p.m.

TUESDAY 16

- Women's Basketball**  
*vs. Westfield State University*  
5:30 p.m.
- Men's Basketball**  
*vs. Endicott College*  
7:00 p.m.

WEDNESDAY 17

- Women's Fencing**  
*Beanpot*  
5:00 p.m.
- Men's Fencing**  
*Beanpot*  
5:00 p.m.

- Squash**  
*vs. Harvard University*  
5:00 p.m.

THURSDAY 18

- Women's Basketball**  
*vs. Emmanuel College*  
7:00 p.m.

WANT  
YOUR  
CLUB  
SPORT  
IN THE  
TECH?

We want to learn about  
your team! Email us!  
[sports@tech.mit.edu](mailto:sports@tech.mit.edu)

Solution to Repetitive

from page 7

	T	O	D	O	S		A	S	T	I	R						
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Solution to Veterans

from page 7

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6	8	3	1	7	4	9	2	5
2	7	5	6	3	9	4	8	1

Solution to Pepero Day

from page 7

4	6	5	3	2	1
6	2	1	5	4	3
2	4	3	1	6	5
3	5	4	2	1	6
5	1	6	4	3	2
1	3	2	6	5	4

WANTED

sports·writ·er(s)

/ˈspôrts,rīdərs/

noun

noun: sports writers

journalists who write about sports.

No prior experience needed! Just an interest in sports. And probably writing.

For more information, please contact [sports@the-tech.mit.edu](mailto:sports@the-tech.mit.edu)

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